Recording Anecdotal Information

Class Rosters

- List the students' names down the left-hand side of a page
- Put the skills, information, concepts or processes to be assessed at the top of the page (or vice-versa)
- Create a quick and easy code for making notes (√, √+, -, ?) as you observe and assess students

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Post-It Notes

- Add each student's name to a post-it note (one child per post-it)
- Record anecdotal records on each post-it
- Stick the post-it notes to a card or file folder with a child's name on it

Class Grid

- Create a grid (size will depend on ٠ the size of the class) for one learning target or cluster of targets
- Place the learning target at the top ٠ of the grid and then list the students' names in the boxes below (one student's name in each box or use multiple boxes for needy students)
- Record observations or make notes • on students' progress

Content		

1	
Cara	Warren
1100000	Tomu
Awnzo	
Maya	Luc
Will	Aubry
Wdd	
Sonia	Kaneka
Joseph	Enríco
Evan	Meg
Mattie	Cole
Mulle	
Rusfika	Ben
Jose	Lucía
Maríka	Tinamarie
	Clipboards

On a sheet of mailing labels, print each student's name (one name on each label) Record observations on each mailing label Attach the labels to individual student cards or folders · Record each child's name at the bottom of an index card (one name Note cards are then taped together (accordion style) so each child's

Mailing Labels

 Record anecdotal records on each card and transfer cards to student records

per card)

name is visible

Index Cards

- Write each child's name on a separate index card
- Place the index cards on a ring
- Make anecdotal records on the cards throughout the day

Angel

9/28identifies patterns, can continue simple
ones but has difficulty creating an original one10/13counts orally to 50; inconsistent in
crossing decades10/24finds sums usually by counting on;
sometimes still counts all

Journals & Logs Use a journal or spiral notebook to record student assessment Place each student's name at the top of a page and record observations Alternative: Daily problems can be placed at the top of each page and observations

and notes about students' strategies can be recorded below

2-8	Austin has 28 (twenty eight) valentines.
- Conte	Div Casha has 17 (seventeen) valentines.
- Waren	How many more valentines does Austin have than Casha?
- Austria	All I A
Crustin C	T: How do when a 28. Said 10.
	T: Count for me. A: made correction
Jasmy	- drew table. A/C
A Share	matched hearts. Vesponse
Daniel -	# change -> 8+17, und cubes, v
-	ayjenne
Chloe,	# bd alle on 17. Count on to 28,
- X-share	then counted #s on bd i
clsaac	- Base 10 blocks, Made 28, 17
= #-grave	matched tens, ones said 11.
Kristin	- drew pice, counted "left overs" ~
Jaron-	snap culles - 28 - broke gh 17.
* * shale	Counded "rest"
ally	- + bd - aule on 28. Count back 1, 2;3
that	to I'I.
080	(Dr.J.Class

<u>Photos</u>

- Photograph students' solutions and products for additional evidence
- Accompany photograph with student work samples and explanations





Flip Videos

- Video students' solutions and products for additional evidence
- Capture group work or individual student thinking
- Record lessons for reflection and adjustments

Feedback Sorting Cards		
Good job!	I like how neatly you wrote your numbers!	
How can you prove that picture would come next in the pattern?	Remember to line up the objects without gaps or holes when measuring length.	
Drawing a picture was an appropriate strategy for solving this problem.	When you subtract 9 from 14, can your answer be greater than 14? Does your answer make sense? Show me how you found the answer using pictures, numbers, or words.	
Do again.	We just went over this yesterday. You should remember what to do.	
Pay attention to the operation symbols!	••	

Feedback Sorting Cards – Possible Answers

Not Helpful (Evaluative/Motivational)	Helpful (Descriptive/Effective)
Good job!	Remember to line up the objects without gaps or holes when measuring length.
We just went over this yesterday. You should remember what to do.	How can you prove that picture would come next in the pattern?
Drawing a picture was an appropriate strategy for solving this problem.	Pay attention to the operation symbols!
	Show me how you found the answer using pictures, numbers, or words.
Do again.	When you subtract 9 from 14, can your answer be greater than 14? Does your answer make sense?
I like how neatly you wrote your numbers!	